

Assessment letter grading scale:

4 - In addition to score 3.0 performance, there are in-depth inferences and applications that go beyond what was taught. Very clear connections between practice and philosophy (what and why). Strongly related to student learning, linking it to mastery of standards. 3 or fewer errors in conventions.

3 - No major errors or omissions regarding any of the information and /or processes (simple or complex) that were explicitly taught. Lists, explanations, examples are given (the what). An attempt was made to explain assessment philosophy (the why). Formative and summative assessments are contrasted. Addressed differentiation of assessments. Appropriately written for the intended audience. 6 or fewer errors in conventions.

2 - No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes. Lists are incomplete, no explanations or details or examples given. Not differentiating between formative or summative. More than 6 errors in conventions.

1 - A partial understanding of some of the simpler details and processes and some of the more complex ideas and processes are present. 10 or more errors in conventions.